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ABSTRACT

This paper reviews research on: (1) the significance of black colleges; (2) characteristics of white students attending black colleges; (3) barriers to recruiting white students on black campuses; and (4) strategies for recruiting white students. Reasons why white students attend historically black institutions and their levels of motivation, the prejudicial attitudes that are present, the general lack of quality students, and the inadequacies of the admissions operation are discussed. The paper also examines ways to approach the black institution's problems in creating quality programs and instruction, in acquiring and maintaining a sufficient staff, in building up an adequate operating budget, and in developing a recruitment/activities plan adequate to the challenge of attracting minority students (whites and others) to black campuses. It is noted that black colleges have much to offer their students, both black and white, because the black institution stresses teaching more than many other institutions. It is also noted that the decline of the traditional college-age student will make recruitment of white students on black campuses even more difficult in the future, and that these colleges will need to be more sophisticated than ever before in their recruitment and admissions techniques if they are to be considered equals among their competitors. Contains 25 references. (GLR)

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THE RECRUITMENT OF WHITE STUDENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

By

Terry Hazzard

November, 1989

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THE RECRUITMENT OF WHITE STUDENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

INTRODUCTION

A significant number of studies conducted during the past several years have focused on black students and their academic performance at predominantly white institutions. The 1954 landmark Supreme Court case of Brown v. The Board of Education of Topeka, Kansas, initiated comparisons and analyses of the achievements, attitudes, and behaviors of black students--especially as related to white students. Special funding has made the majority of this research possible.

The civil rights movement of the 1960's highlighted black student participation at white colleges and universities. Although the movement gradually received momentum, it was an era of tension and transition for colleges and universities in the United States. Even though increased integration/desegregation has had a tremendous impact upon institutions of higher learning, the enrollment of black students, faculty, and administrators at predominantly white institutions has been a slow and painful process. Scott (1978) asserts that most of the legal battles waged by civil rights groups during the first portion of this century have been related to the rights of blacks to pursue an education in white institutions.

Brown (1973) contends that ever since the 1960's, colleges and university policymakers have faced new issues and challenges that were not major consideratons for them in the past. During these transitional years, many changes occurred in higher education. One of the more notable and noticeable changes has been the number of white students graduating from historically black colleges and universities. The documentation of this phenomenon has been extremely limited. Although the

number of white students attending these institutions has increased, only a few colleges and universities have expressed interest in analyzing this trend.

Unlike the circumstance of black students attending white colleges and universities, the reversed situation of white students attending historically black educational facilities has received minimal coverage by both the media and agencies of higher education. For example, Elam (1978) points out that as early as the 1870's, Howard University admitted white students. However, the impact was not great enough to receive national or local attention. Other institutions such as Bowie State College in Maryland, Delaware State College and Kentucky State University experienced 20-40 percent increases in the overall enrollment of white students; and yet this trend has not been publicly noted or discussed in the literature. As Brown (1973) states, "It seems that the time is ripe to organize and produce studies dealing with the white student on the predominantly black campus which are comparable both in number and quality to studies which have investigated the black student on the predominantly white campus" (p. 2). The Southern Regional Education Board (1976) also supports this proposal:

> *"Much attention has been focused on the black student enrolled in formerly all-white schools - his adjustment to the new environment, his academic progress, and the attitude of other students on campus. Less has been said about the white student who is in a minority group on the black campus, and has been adjusting to a new environment" (p. 29).*

As a result of the 1979 case of Adams v. Richardson, a new responsibility now faces traditionally black colleges and universities. According to Kaplan (1986), this case represents the landmark case in an effort to enhance the quality of black state supported colleges and universities.

As reported by the State University System of Florida (1978), ten states (Arkansas, Florida, Georgia, North Carolina, Oklahoma, Virginia, Pennsylvania, Louisiana, Ohio, and Mississippi) were found to be in violation of Title VI of the Civil Rights Act. Therefore, each state was requested to submit desegregation plans to correct this violation. As further reported, each plan was required to include the following objectives: 1) place new "high demands" programs on traditionally black campuses; 2) eliminate the duplication of programs between black and white institutions; 3) increase the percentage of black academic employees; and 4) increase the enrollment of black students at traditionally white public colleges, as well as increase the enrollment of white students at traditionally black public colleges. One phase of the proposed objective included the issue of increasing minority enrollment. For the purpose of the present research, unless otherwise noted, the term "Minority" will refer to white students attending black institutions.

This writer has contacted the Board of Regents of eight of the ten states identified in the Adams case. This was done in order to review each state's proposal to U. S. Department of Health, Education and Welfare (now the Department of Education), and to study the recruitment activities at black collges targeted for white students. It was understood that these activities were designed to help retain these students once they were enrolled. This writer believes that research of this topic

would provide greater understanding of the characteristics and needs of white students on black campuses. Furthermore, this writer also believes that when these attributes are recognized, other black institutions will be able to incorporate effective recruitment strategies to help meet "minority" needs. Therefore, the purposes of the present paper are to: 1) research the significance of black colleges; 2) identify characteristics of white students attending black colleges; 3) identify barriers to recruiting white students on black campuses; and 4) identify strategies for recruiting white students.

According to Brown (1986), many black colleges were founded in the South before, or shortly after, 1900. These colleges were established primarily for blacks who would otherwise have been denied a college education. For years, these colleges were the only source of higher education available to black students. Now that blacks are able to attend historically white colleges and universities, the need for black colleges is often questioned.

Historically, black colleges have operated with very limited resources. Albright and Neely (1987) assert that black colleges have never received the resources or the support needed to carry out one of the most demanding and difficult assignments in the history of higher education that is "to educate and provide advocacy for a race of people who are most often ignored" (p. 3). The authors further suggest that leaders of these institutions have demonstrated financial genius by "managing proverty" better than their counterparts in education or business. Payne (1988) reports that with limited resources, these institutions have made significant progress in developing outstanding academic programs in

careers such as: computer science, nursing, engineering, business, mathematics, and journalism. Payne (1988) contends that these schools possess the broad expertise in teaching, research, and community development, which might help reverse the present projection that by the year 2000, more than 50 percent of the black male population will be unemployed and living in poverty. Nevertheless, black colleges have continued to attract dedicated faculty and committed students and trustees.

Bowles and Decosta (1971) report that traditionally black colleges have had a racially mixed faculty and administration. To date, this remains true for most of these institutions. Thompson (1978) contends that the quality of faculty at black colleges varies considerably. He further suggests that the most productive black faculty at black colleges as well as black doctoral recipients at those institutions have often been recruited away by white institutions; as a result, the academic quality and diversity of faculty at black colleges has been diminished. At the same time, faculty who remain at black colleges are engaged in teaching and service-oriented activities rather than conducting research. Payne (1988) asserts that faculty at historically black institutions have high expectations for students. The realization of these expectations can only be accomplished with the student and faculty working toward mutual goals. Payne further contends that classroom instruction as a campus experience produces a dedication and interest that is uncommon on large campuses where extra faculty responsibilities may detract attention from students.

Despite the many barriers that often obstruct the effectiveness of black colleges, Thomas and Hill (1987) contend that these institutions continue to play a significant role in educating blacks in the United States. According to the authors, the most important contributions of black colleges include: 1) the production of black degree recipients;

2) the placement of black graduates in careers where blacks have been least represented; 3) retention and timely matriculation of black students 4) psychosocial support and cultural congruency for black students; and 5) the provision of a second or third chance for "low income," "marginal," and/or "high risk" students (whether black or white) to obtain a higher education. As reported by the State University System of Florida, more than 80 percent of black college graduates were trained at black colleges. In the 1920's black colleges graduated nearly 40 percent of all blacks who received degrees. Payne (1988) asserts that, despite fewer resources and limited political alternatives, black colleges find ways to balance priorities while still maintaining their programs of excellence.

Brown (1986) reports that black colleges have always operated under the "open-door policy." Admission has never been denied to anyone on the basis of race, religion or national origin. Payne (1988) asserts that black institutions influence dreams of young minds. They are a source of professional leadership that fosters a commitment to excellence and equality. The most important contribution according to Brown (1986) is that their graduates serve as positive role models and examples for young people, especially young blacks.

Black institutions continuously seek solutions to challenges in the environment surrounding them. They are faced with questions regarding governance, academic standards and performance, fiscal restraints, entrenchment, accountability, and declining enrollments. As the number of black students attending continues to decrease, due in part to their increased matriculation at predominantly white colleges, black colleges will continue to struggle. However, as Whiting (1988) suggests,

the survival of black colleges may depend on new strategies to increase enrollment. Consequently, these strategies may very well include a new clientele to be served. Much of the research relative to the profile of white students attending historically black colleges and universities suggests that these students have common characteristics. Following a 1969 study of racial integration in the State of Maryland, Elam (1978) found that white students on black campuses were older than the traditional 18-year-old; they were married with families, had completed military obligations, were often transfer students, were employed, and attended part-time as commuters. As Elam further notes, in 1973 Charles Brown, Associate Professor at Fayetteville State University, conducted a similar study. He determined that, "most white students live near the college or university they attend. They usually fall in the 21 and above age group" (p. 57).

Standley (1978) concluded, following a study in which she collaborated with the Southern Regional Educational Board (SREB), that white students were older, married, and resided off-campus since they had already established independent life styles and were not willing to subject themselves to rules and regulations of institutional living. The SREB described general characteristics of white students in a 1973 publication entitled, The White Student Enrolled in the Traditional Public College and University:

> *"a native of the region, between 27 and 30 years of age and likely to be married, this student has not sought to enroll in a black college. Although deeply concerned about the nature of his experience, academic and social, and also about his physical safety, relatives and friends have made no strong efforts to influence*

the decision in either direction. The student has had pleasant and unpleasant experiences related to problems of adjustment and acceptance but has not sought special help. He prefers to work through any difficulties by relying upon his own determination, self-confidence and maturity.

This student arrives at the traditionally black campus with goals firmly fixed and immediately establishes the impression among his peers and upon the faculty that he has enrolled primarily to achieve these goals. Dependent upon limited family resources and his own savings, his decision to enroll at the black institution is based upon sound judgment. Expenses at the college are relatively low, and its location makes daily commuting convenient. He has no plans to become involved in activities that will incur financial obligations. His careful review of the college's academic offerings assures him that the program he wants is available, and the quality of the facilities and the faculty to be involved does not need to be questioned. These factors have helped him to overcome or minimize many of the reservations concerning the black college and university he has nurtured for so long" (p. 1).

This data is extremely important, particularly to black colleges and universities, because it helps to understand the attitudes, behaviors, and needs of white students with special interests in higher education. Additionally,

"It helps the entire student body, faculty, and administration as they continue to move their institutions

toward the ultimate objective-quality instruction within the system of American higher education" (Standley, 1978, p. 2).

Regardless of a student's race, making a final college choice is a difficult decision for both parent and student. The process raises significant concerns about selecting an institution which will best fit the individual student's needs. Sidney Hollander Associates (1969) conducted a study about racial integration in the Maryland state colleges. Those findings suggested that some white students chose to attend historically black colleges for philosophical reasons. While some were interested in experiencing a minority status, Elam (1978) reported that, for others, the objective was racial understanding. Brown (1973) suggested that some white students wanted to appear unprejudiced or wanted to attract attention to themselves. Ida Steven-Burhardt, Dean of Students at Bowie State College, discovered in her 1976 study regarding housing and student activities, that white students attended black colleges and universities solely to get an education.

In their study concerning why white students selected black colleges and universities, Brown and Stein (1972) implemented a pilot study consisting of a 44 item questionnaire. These questionnaires were distributed among five predominantly black colleges and universities in North Carolina. Sixty-nine of 145 distributed (53 percent) were returned to the authors. The analysis indicated that 60 percent of all the students responding cited convenience among their primary reason for attending black institutions; 57 percent felt the courses and degrees offered were relevant to their goals; and 45 percent were influenced by the low cost of their tuition. The greatest concern among men was of a financial nature (15 percent). Seventeen percent of the females had academic reservations.

Delaware State College, a progressive land grant institution in Dover, Delaware, also conducted a similar survey. To implement the study, a 34 item questionnaire was mailed to a random sample of 462 white students enrolled during the 1980 spring quarter. Of the 462 students, 236 or 51 percent responded. After combining results of the questionnaire with comments written to open-end questions, one specific finding was apparent: financial costs and location were major factors influencing the white student's decision to attend Delaware State College. In her 1978 study, Elam concludes that the motivational factors that influenced white students to attend black colleges are primarily the same as those mentioned in the 1969 study by Sidney Holland Associates and in the 1972 study by Brown and Stein. The authors assert that, although proximity, convenience, and program availability are noted among the general reasons for attending these institutions, other motivating factors may include easy entrance requirements and an oportunity to improve poor grades earned at other institutions.

According to Godard (1980) black institutions need to become aware of the barriers associated with "minority/other race" recruiting. Desegregating student enrollment involves a vast number of factors not mentioned in the desegregation guidelines regarding student recruitment. As reported, the issue of recruitment occurs at a time when the number of college-age students is declining. This decline will not only create problems for black colleges, but for white colleges as well. The decline in the number of college-age students and the recruitment efforts of white institutions to meet their goals place black and white colleges in competition and even conflict, over black students. According to Godard (1980) there are more white colleges than black ones competing for the same students. Since white colleges generally have better recruitment

strategies, it can be assumed that black students will be more attracted to white institutions. Should this occur, black colleges will indeed lose their historic base of black enrollment without ever gaining increases in white enrollments. Therefore, black colleges will need special assistance and resources in order to recruit and retain white students.

Black colleges face unusual barriers in their efforts to recruit white students. Godard (1980) contends that the image whites seem to have of black colleges is one of inferiority. As reported, black students attending white colleges are generally perceived as advancing their educational opportunities. However, on the other hand, white students attending black colleges are perceived as compromising theirs. In short, black colleges have a greater problem establishing a positive image than do white colleges. The Southern Regional Education Board (1976) recently conducted a survey of administrators at 21 of the South's public colleges and universities. As suggested by SREB, one vice-president for student affairs observed that, "many parents of white students are simply afraid to face criticism from their neighbors despite their beliefs that black colleges offer a program of which the parents approve" (p. 54). According to Parker (1976), white high school graduates will have to overcome the opposition of parents and peers if they want to attend black institutions. As the author points out, peer pressure is greater at high school graduation than at any other period. Additionally, Parker suggests that there will be a few whites who will accuse black institutions of discrimination. However, black colleges must be open-minded to such criticisms and accusations made by this group. The process of desegregation will take time and patience.

Another barrier described by Godard is the lack of "high-quality" students. White institutions often recruit a large population of white

students. Those students who are not recruited are left for black colleges who may tend to be, according to Godard, lower quality students. Therefore, as black colleges continue to improve their image, opportunities, and quality of instruction for students, they will also need to focus on recruiting the quality of students necessary to correct this imbalance.

As reported by Casteen (1983) of the Commonwealth of Virginia, a major barrier for black colleges attempting to recruit white students has been the absence of an up-to-date admissions operation. Attention needs to be given to the salaries of admissions officers and to the number and quality of professional staff members who are responsible for effective recruitment.

Like black students, white students need someone with whom they can identify. Therefore, it is recommended that a minority recruiter be considered for this position. The recruiting process must focus on cultivating high school contacts, marketing, counseling, linking admissions policies to campus academic policies. State of the art equipment such as word processing, data processing, and effective inquiry systems are also necessary in order to perform needed studies.

The lack of funds has always been a major concern at black colleges; but, as previously mentioned, these colleges have somehow survived with limited financial resources. As further recognized in the Virginia Plan for Equal Opportunity, institutionalized budgets for printing, mailing and travel must be increased to a level comparable to those at white colleges; this would allow admission staffs at black colleges to become involved in staff training, on-going managerial improvements, and participation in meetings at the local, state, and national levels.

Lack of adequate funding contributes significantly to the inability of black colleges to effectively deliver their message to high schools and other agencies. Additionally, black colleges have then become less effective in the competition for students and, more importantly, for top students.

Generally, a number of resources will be needed in order to prepare black colleges for the increased enrollment of white students. Godard (1980) contends that some faculty, staff, and students do not readily accept the idea of "their" college attracting white students. Whitaker (1986) reported the comment of a black 21-year old senior student government officer at Tennessee State University who responded:

> "We feel that this is clearly an attempt by whites to wipe out the historically black college. You can see it is happening all over. First, they bring in white administrator, then they bring in more white students, then they raise admission standards and tuition. Before you know it, what was a black school is gone" (p. 83).

Consequently, blacks may fear and reject programs designed to attract white students. Thomas and Hill (1987) refer to such programs associated with mathematics and science, advanced technologies law and engineering. To correct these biases, black students, faculty, and staff will need special assistance to help their personal attitudes. Godard (1980) suggests that resources are needed not only for new programs, but to persuade people who will be operating the new programs to accept them.

Parker (1976) reports that some institutions were slow in implementing affirmative action plans for desegregation because they lacked the knowledge and expertise needed to attract the white student population. Other institutions had anticipated the court's decision and thus, began implementing

steps in planning, programming, and budgeting in order to assure recruitment success. Therefore, in order for any institution to effectively increase minority enrollment, a well-developed plan for recruitment must be designed. However, it is significant that the plan should reflect the mission of black institutions in America. Philosophically, this writer believes that this plan should establish a recruiting boundary or identify a particular percentage from the minority population that will be recruited from targeted areas. This activity is primarily recommended in order to protect the existence of black institutions. Colleges and Universities, such as: Lincoln University City, Missouri; Bluefield State in West Virginia; and West Virgnia State which were traditionally recognized as historically black institutions, have lost their identity and purpose because the enrollment of minority students surpassed that of the dominant enrollment. Kentucky State University is yet another example, whereby the enrollment of minority students is vastly threatening the existence of a black institution. As a result, with the exception of Kentucky State, these institutions are no longer included among the number of traditionally black colleges and universities in the United States.

Parker confirms that white students are looking for quality programs and professors. If quality is needed, efforts should be made to attract skilled faculty. As reported, if institutions are having trouble accomplishing affirmative action plans, one step to be taken would be to assign a committee to design a program of "minority" recruitment action. After careful review of the plan by the administration, faculty, and staff, the plan should be adapted and implemented.

If black institutions are indeed serious about increasing the enrollment of white students on their campuses, a full-time recruiter/coordinator

should be employed. Like the Commonwealth of Virginia, the Higher Education Desegregation Report of the State of Oklahoma (1987) suggests that the recruiter should be white. Parker (1976) contends that the recruiter should possess a bachelors degree and be able to relate to all students as well as counselors and civic groups. Henry Bellaire, Director of Admissions at Southern University in Baton Rouge, Louisiana, suggests that white recruiters are needed to reflect a more intense effort to reach white prospects. Additionally, such a personality would improve relationships with members of the community and schools who influence college choices of white students. Parker (1976) suggests that training periods for minority recruiters should begin in advance of the recruitment session. A budget to include travel and salary should also be adopted. Parker further points out that, during the first two years, the recruiter should travel at least 40 weeks per year visiting high schools, colleges, and interest groups. The time remaining should be devoted to developing literature, counseling, research, and recruitment techniques. The author also suggests that after the first year, a second "minority" person should join the admissions staff to answer phone calls and assist walk-ins.

Parker (1976) contends that future plans should be made by black colleges to enhance communication techniques through workshops for counselors, principals, and businessmen. Additional recruiting territories should be continuously added to the original recruitment plan until the desired number of "minority" students have been enrolled.

Parker (1976) reports that the "news media must become a part of the educational program of growth" (p. 50). Through radio and television, advertisements regarding quality programs and opportunities for all students will assist the recruiting of white students. Additionally,

other strategies may include the use of major newspapers by submitting articles highlighting contributions made at black colleges. Parker (1976) recommends that, "training sessions for white alumni, student recruiters and sport workshops should be developed" (p. 50). Other recruitment strategies are listed below:

1. *Use both black and white team approach when possible.*

2. *Study ahead of time the group that you plan to present a program for recruiting purposes. If the group is about fifty percent white, use the white admissions counselor to head up the program assisted by the black admissions counselor. Communication and interaction with only black students present is greater when the black counselor is presenting the program and when only white students are present it is greater when a white counselor is presenting the program.*

3. *Make map of population distribution according to race and use it in recruiting.*

4. *More positive results can be expected when the high school counselors or principals are briefed on the institutions programs before the admissions counselor arrives on campus. An incoming and outgoing telephone watts line will allow the counselors and students to call the admissions office without charge to obtain pertinent and timely information about the institution. This should improve the line of communication between admissions counselors and the institutions. The admissions counselors should always call the high school counselor or contact person before making a visit" (p. 50).*

Parker recognized the need for a well planned public relations program which would also enhance minority recruitment. The author identifies other strategies that are listed below:

1. *Be sure to include white students among black students in pictures and film released to the news media.*

2. *Within a certain radius of the campus, grant tuition scholarships to the principals, counselors, and teachers. This should be limited to each school.*

3. *Invite the counselors from high schools and community colleges within a fifty mile radius to a workshop on campus. Plan to expand the radius in future years.*

4. *Take a look at the community's educational needs and broaden the curriculum to fit the community.*

5. *Encourage faculty and staff members to join the major civic organizations of the community and establish rapport with the power structure. The power structure should be invited to attend outstanding programs on the college or university campus.*

6. *Carefully select and screen speakers who are invited to the campus. Do not select speakers who are known racist or present racial overtones. Nothing turns the white student off any more than a speaker of this type. One must remember that it was not the younger generation of whites who formed the present society.*

7. *Plan to publish at least one article per month in the major newspaper on the minority student (p. 51).*

Up-to-date literature that describes a particular black college will also facilitate the recruitment process. Because developing this type of literature is a time-consuming and complex process, it is recommended that colleges use the advice of special consultants.

It is important to make white students feel as though they are a part of the student body. Therefore, to further enhance recruitment, Parker (1976) points out that black colleges should plan and invite white students to participate in assembly programs, the choir, the band, and other campus organizations. The athletics program should also actively recruit top white athletes who are capable of marketing the success of the institution's program.

Parker points out that there is indeed a lesson to be learned among administrators at black colleges. The author contends that administrators must closely review administrative policies and procedures. Failure to do so may result in, for example, a poor registration operation. This

of course would surely turn white students away. According to the author, "there is nothing more annoying to any person than to have to put up with administrative errors, conflicting information, and being sent around in a circle" (p. 51). Parker further suggests work sessions for persons answering telephone calls to assure that prospects are receiving correct information in a polite and tactful manner.

Despite numerous problems and concerns associated with black colleges and issues regarding enrollments, the enrollment of white students in these institutions continues to increase. Black colleges and universities are serious about the delivery of quality education. This dedication must be communicated by those receiving firsthand experience - STUDENTS. A student is an institution's best recruiter. If black colleges and universities are expected to prosper, they will be expected to acknowledge the characteristics of their clientele.

Considerable opportunities exist for white students attending historically black colleges and universities throughout the United States. The advantages that those institutions offer to all, but particularly to whites, are manifold. As Crew (1973) states: "In many ways black institutions are the select minority of American schools still genuinely committed to the ideal of a liberal education" (p. 437). Offering a range of style and quality, black institutions have an impressive record in obtaining national and regional accreditation. All the United Negro College Fund Schools are accredited by "white agencies designed to measure as directed by the ruling white middle class" (p. 437).

Black colleges respect teaching and have depended on teaching as their major resource. Crew (1973) reports that black educators are still very much in the teaching tradition, offering opportunities for

research and opportunities to revitalize it. Whereas, white schools have turned to other facilities and amenities to augment teaching per se. They offer certain advantages exclusively to white students because of their "whiteness" or their "otherness." Crew suggests that a white student can use his or her "otherness" in a black environment as an invitation to be taken seriously because people are likely to listen to the outsider. Furthermore, Crew reports that white students in black institutions face minimal pressure to conform to group behaviors in extra-curricular activities, and they are able to learn a great deal from the spirit of black awareness.

None of these comments are intended to indicate that black institutions are free of problems, but the observations are significant because they arouse curiosity and bring attention to an important element of long-term and true integration. It is also interesting and significant to note that Crew is white. The recruitment of white students on black campuses will continue to serve as a challenge for black colleges due, in part, to the barriers that those institutions must overcome. Some of these barriers have been mentioned previously in this paper. However, as long as the struggle of parity continues and black colleges advance in the effectiveness of their total operation, this writer believes that most barriers will dissipate. However, until that time comes, black colleges will need to remain alert in order to survive.

In view of the demographic decline of the traditional college-age student, the recruitment of white students on black campuses will become more intense in years to come. State allocations are in part, based on numbers, and thus, the competition for students become tougher. Consent decrees are likewise in effect which also places greater emphasis on the thrust for recruitment. As Albright and Neely (1987) point out, black

colleges will have to become more sophisticated than ever before in their recruitment and admissions techniques if they are to be considered equals among their competitors. Albright et al. further point out that, as federal and state support declines, black institutions will need to become more involved in the pursuit of foundation support and capital campaign funds. As the community continues to compete for resources, institutions that lack the sophistication to effectively compete will be forced to raise tuition and other fees in order to meet financial needs. The reality is that black colleges cannot afford for this to occur if they are to remain competitive. Therefore, it is imperative that black colleges recognize the importance of recruiting minority students. This includes knowing how to recruit them, where to go to recruit them, and how to utilize available federal and state resources. Black colleges must be ready and willing to continue their struggle to recruit students, for the time is now. The time can best be expressed in terms of Stevenson's (1958) interpretation of Victor Hugo's statement that, "there is one thing stronger than all the armies in world; and that is an idea whose time has come" (p. 2298).

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